Think and Plan Guidance

for

Developing Student Growth Goals

for

Career and Technical Education

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Animal Science
Think and Plan Guidance for Developing Student Growth Goals

Purpose: This document is a summary form a teacher completes for conferencing with their administrator. The form follows the same process that is in CIITS but is more comprehensive. The column to the right provides guidance, detail, and hyperlinks for completing the process and the template. All **gold** text in the left column is the exact text from the Student Growth Goal Setting Process in CIITS.

Step 1: DETERMINE NEEDS

Context: Describe the context of the identified class, including the student population, as selected by teacher in collaboration with principal, including student population.

The class in which I will implement my student growth goal is a 10th-12th grade Animal Science class. This class of 27 includes 3 gifted students and 7 with IEP's. The class represents a diverse population, including four ESL students.

Needs Assessment: What student needs have been identified? What are the related content area essential/enduring skills, concepts and/or processes? Identify the content area enduring skills*, concepts, and/or processes that your goal will target. (In the KCAS for Mathematics, the "Enduring Understandings" reflect the enduring learning advocated in the goal-setting for student growth process.) Content area examples: **CTE**

Design and provide proper animal nutrition to achieve desired outcomes for performance development, reproduction, and/or economic production.

Guiding Questions

In collaboration with colleagues, identify the enduring skills*, concepts, and processes for my content area (facilitator's guide, process pptx, examples).
- ✓ Based on my content standards, what are the enduring skills*, concepts and processes students should master by the end of the school year/course?
- ✓ Do the identified skills, concepts and processes represent essential learning that: ENDURES beyond a single test date, is of value in other disciplines, is relevant beyond the classroom, is worthy of embedded, course-long focus, and may necessary for the next level of instruction (next grade or future course)?
- ✓ What does it look like for students to be performing at proficiency level on these skills, concepts and processes? How do I know?

Pinpoint areas of need based on my current students' abilities.
- ✓ Are there any enduring skills*, concepts or processes my students lack overall? What are the biggest areas of need?
- ✓ What are my students' abilities? How have I collected and analyzed evidence/data to determine patterns, trends, strengths and weaknesses for all students? (e.g., formative processes, analysis of student work, anecdotal notes, last year's data, previous teachers)
- ✓ Are the areas of need identified appropriate for a year-long/course-long student growth goal?

Sources of Evidence: What sources of evidence will you use to establish baseline data and measure student growth?

> *Pre assessments, formative assessments, basic project completion and prior performance in agricultural education classes (as applicable) will be used to establish baseline data. Performance on final project, end of unit assessments, formative assessments, and engagement in Supervised Agricultural Experience projects will be used to measure growth.*

Interval of Instruction: What is the course-long interval of instruction (e.g., trimester, semester, one school year)?

> *2014 Fall semester*

Decide on sources of evidence. After identifying an area or areas of need, choose the sources of evidence (e.g., rubrics, classroom assessments, performances, products, portfolios, projects, district learning checks) for collecting baseline, mid-term, and end of year/course data for the student growth goal.
Note: At least three sources of evidence are recommended for contributing to baseline data.
- ✓ Do the sources of evidence provide the data needed to demonstrate proficiency for the identified area(s) of need?
- ✓ Can the sources of evidence be used to provide baseline data, comparable mid-term data, and end of year/course data?
- ✓ Do the sources of evidence require students to meet or exceed the true intent of the standards being assessed? (This addresses both rigor of the evidence and comparability.)
- ✓ Is there a good match between the rigor of the standard to be assessed and the method used to collect evidence? (For instance, if the best way to determine if students are meeting the rigor of a standard is a performance, then the task should be a performance that demonstrates where students are in meeting mastery of that standard. See *Classroom Assessment for Student Learning* resources on Target-Method Match.)

Use baseline data to determine area(s) of need for the goal
- ✓ What did I learn from collection of data?
- ✓ How will I combine data to determine a baseline for my SGG?

Step 2: CREATE A SPECIFIC LEARNING GOAL

Expected Growth: What is/are the target(s) for expected growth for all students? Keep in mind the growth goal should challenge students to exceed typical expectations. (For example, "During this school year all of my students will improve by one performance level.")

All students will improve one or more levels on the Animal Science Systems rubric in the area of animal nutrition.

Expected Proficiency: What is the proficiency target? What percentage of students will meet or exceed that target? (For examples, "80% of my students will meet or exceed level 3 of the rubric."

60% of students will perform at level 3 on the rubric.

Goal Statement: Write your complete student growth goal statement that meets the SMART criteria. Include both growth and proficiency.

During 2014-2015 school year, all students in my Animal Science class will improve their ability to utilize best practices in nutrition management to improve animal performance one or more levels on the Animal Science System rubric. In addition, 60% of students will reach level 3 by the end of the course.

Rationale: Explain the rationale for the goal. Include reference to baseline data and explanation of how targets meet the expectation for rigor.

I found that less than 30% of students in my class were proficient (level 3) on this enduring skill. 30% of students scored at level 1. I feel that I can support student growth in these areas across the semester and it is both reasonable and doable. I want to get at least 60% of my students at proficiency by the end of the year.

Decide on a student growth goal (SGG) that meets the SMART criteria.

SPECIFIC
- ✓ Is the identified area of need significant enough for year-long/course-long instructional focus?
- ✓ Does the goal address learning that is representative of the enduring skills*, concepts and/or processes that:
  - o ENDURES beyond a single test date,
  - o is of value in other disciplines,
  - o is relevant beyond the classroom,
  - o is worthy of embedded, course-long focus,
  - o may be necessary for the next level of instruction?

MEASURABLE
- ✓ Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth?
- ✓ Do the sources of evidence provide the data needed to accurately measure where students are in mastering the grade level standards for the identified areas(s) of need?
- ✓ Which criteria were used for determining what amount of growth is rigorous for students? Why was this criteria selected?
- ✓ Does the goal include a **growth target** and **proficiency target**?

APPROPRIATE
- ✓ Is the goal standards-based and directly related to the subject and students taught?
- ✓ Is there a good match between the goal and the level of rigor expected in the identified standards?

REALISTIC
- ✓ Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable?

TIMEBOUND
- ✓ Is the goal designed to stretch across the interval of instruction (e.g., trimester, semester, one school year)?
- ✓ Is there sufficient time within the interval of instruction to determine goal attainment?

Sample Student Growth Goals 2014 CTE

Now that the expectations for growth have been determined, identify the parameters for high and low growth in relation to expected growth.

> *Growth* – *All students will improve their ability by at least one level.*
>
> *Proficiency (level 3)* – *Will be determined by industry competency standards*
> - *60% of students will reach level 3.*

Student Growth Goal measurement
- ✓ How many students must exceed "expected" for the SGG to be rated "High"?
- ✓ How many students must not reach "expected" for the SGG to be rated "Low"?

Teacher may wish to reference the district's CEP

Step 3: CREATE AND IMPLEMENT TEACHING AND LEARNING STRATEGIES

Professional Learning: Do I need professional learning in order to support my students in attaining this goal? If yes, does my PGP reflect the support I will need to meet this goal?

> *I need to learn more about formative assessment in order to monitor student progress more closely. I want to do a book study of Rick Stiggins book, Classroom Assessment for Student Learning with my teaching team and collaborate with other teachers on our staff.*

Determine professional learning
- ✓ What professional learning is needed to support the SGG?
- ✓ How can a professional learning community/colleagues' expertise provide support?
- ✓ Does the Professional Growth Plan (PGP) reflect the support needed to meet the goal?

Instructional Strategies for Goal Attainment: What specifically, will you do instructionally to assure your students make gains projected in your student growth goal?

> *I will provide direct instruction in animal nutrition and engage students in applying these basics in a variety of real world applications. Using task lists or rubrics, students will work in pairs to practice/collaborate on assigned tasks. I will provide small group instruction/reteaching/strategic grouping and additional practice for those students failing to make progress.*

Decide on instructional strategies for goal attainment
- ✓ How do I identify the instructional strategies that will most effectively support students in attaining the SGG?
- ✓ What resources and supports do I need to implement these strategies with my students?

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Step 4: MONITOR STUDENT PROGRESS THROUGH ONGOING FORMATIVE ASSESSMENT

Instructional Strategies for Goal Attainment: How will you monitor students' progress toward goal attainment?

Students will keep a folder to track progress by:
- *A running log of completed work/tasks*
- *Quizzes/tests*
- *Weekly reflection of their progress toward the student growth goal.*

I will track progress by:
- *An annotated running log of completed work/task*
- *Quizzes/tests*
- *Weekly goal related conversation with each student*

Plan for progress monitoring

✓ How and when will I monitor progress towards the SGG throughout the year/course?
✓ What formative assessment processes will I use for progress monitoring?
✓ How will I involve students in progress monitoring?
✓ How will I provide all students multiple opportunities and/or assessment types to demonstrate learning of the selected standards?
✓ How will specific feedback occur regularly to move students forward in their learning?

Step 5: DETERMINE WHETHER THE STUDENTS ACHIEVED THE GOAL

Do not complete this box until the end of the growth goal timeline.

Analyze results: Analyze the summative/post-assessment data to determine goal attainment and reflect on next steps.
✓ What does the data reveal about student growth?
✓ What does the data show about instructional practices?
✓ How can these results inform professional growth? (Connect this back to Step 3.)

Automotive Technology
Think a and Plan Guidance for Developing Student Growth Goals

Purpose: This document is a summary form a teacher completes for conferencing with their administrator. The form follows the same process that is in CIITS but is more comprehensive. The column to the right provides guidance, detail, and hyperlinks for completing the process and the template. All **gold** text in the left column is the exact text from the Student Growth Goal Setting Process in CIITS.

Step 1: DETERMINE NEEDS

	Guiding Questions
Context: Describe the context of the identified class, including the student population, as selected by teacher in collaboration with principal, including student population. *The class in which I will implement my student growth goal is a 4th period Automotive Maintenance and Light Repair Section C course. The class of 25 represents a diverse population, a small number of gifted students, nine special education students and a large number of students meeting free and reduced lunch criteria.* **Needs Assessment: What student needs have been identified? What are the related content area essential/enduring skills, concepts and/or processes?** Identify the content area enduring skills*, concepts, and/or processes that your goal will target. Content area examples: **CTE** *Basic Automotive Electricity: Battery Service, Charging Systems, Starting Systems, Wiring, Accessories and Lighting Systems.*	In collaboration with colleagues, identify the <u>enduring skills</u>*, concepts, and processes for my content area (<u>facilitator's guide</u>, <u>process pptx</u>, <u>examples</u>). ✓ Based on my content standards, what are the enduring skills*, concepts and processes students should master by the end of the school year/course? ✓ Do the identified skills, concepts and processes represent essential learning that: ENDURES beyond a single test date, is of value in other disciplines, is relevant beyond the classroom, is worthy of embedded, course-long focus, and may necessary for the next level of instruction (next grade or future course)? ✓ What does it look like for students to be performing at proficiency level on these skills, concepts and processes? How do I know? **Pinpoint areas of need based on my current students' abilities.** ✓ Are there any enduring skills*, concepts or processes my students lack overall? What are the biggest areas of need? ✓ What are my students' abilities? How have I collected and analyzed evidence/data to determine patterns, trends, strengths and weaknesses for all students? (e.g., formative processes, analysis of student work, anecdotal notes, last year's data, previous teachers) ✓ Are the areas of need identified appropriate for a year-long/course-long student growth goal?

Sources of Evidence: What <u>sources of evidence</u> will you use to establish baseline data and measure student growth?

To check the students' knowledge of basic automotive electricity, including battery operation, proper state of charge, starting systems, wiring, accessories and lighting systems, I first surveyed the class to see what the students knew about these skills.

Over the next few weeks, I asked questions, observed student discussions, collected and analyzed student responses to prompts, reviewed answers to multiple-choice questions dealing with battery operation. I reflected on my results, and asked, "How do I pull this information and evidence together to determine my student growth goal?"

Interval of Instruction: What is the course-long interval of instruction (e.g., trimester, semester, one school year)?

2014-2015 School Year

Decide on sources of evidence. After identifying an area or areas of need, choose the <u>sources of evidence</u> (e.g., rubrics, classroom assessments, performances, products, portfolios, projects, district learning checks) for collecting baseline, mid-term, and end of year/course data for the student growth goal.
Note: At least three sources of evidence are recommended for contributing to baseline data.

✓ Do the sources of evidence provide the data needed to demonstrate proficiency for the identified area(s) of need?

✓ Can the sources of evidence be used to provide baseline data, comparable mid-term data, and end of year/course data?

✓ Do the sources of evidence require students to meet or exceed the true intent of the standards being assessed? (This addresses both rigor of the evidence and comparability.)

✓ Is there a good match between the rigor of the standard to be assessed and the method used to collect evidence? (For instance, if the best way to determine if students are meeting the rigor of a standard is a performance, then the task should be a performance that demonstrates where students are in meeting mastery of that standard. See *Classroom Assessment for Student Learning* resources on <u>Target-Method Match</u>.)

Use baseline data to determine area(s) of need for the goal
✓ What did I learn from collection of data?
✓ How will I combine data to <u>determine a baseline</u> for my SGG?

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Step 2: CREATE A SPECIFIC LEARNING GOAL

Expected Growth: What is/are the target(s) for expected growth for all students? Keep in mind the growth goal should challenge students to exceed typical expectations. (For example, "During this school year all of my students will improve by one performance level.")

Each student in the 4th period class will improve their ability apply basic automotive electrical/electronic system skills in maintenance and repair by at least one level on the Maintenance and Light Repair Section C rubric.

Expected Proficiency: What is the proficiency target? What percentage of students will meet or exceed that target? (For examples, "80% of my students will meet or exceed level 3 of the rubric."

40% of the students will be able to apply basic automotive electrical/electronic system skills in maintenance and repair at the "3" level listed on the Maintenance and Light Repair Section C rubric.

Goal Statement: Write your complete student growth goal statement that meets the SMART criteria. Include both growth and proficiency.

During the 2014/2015 school year, students will improve in their ability to apply basic automotive electrical/electronic system skills in maintenance and repair. Each student in the 4th period class will improve their ability by at least one level on the Maintenance and Light Repair Section C rubric. Furthermore, 40% of the students will be able to perform the battery state of charge test at the "3" level listed on the rating rubric.

Rationale: Explain the rationale for the goal. Include reference to baseline data and explanation of how targets meet the expectation for rigor.

I noticed that the majority of my students had little to no knowledge of basic automotive electrical/electronic systems. I found that 80% of my students had no knowledge and scored at level 1 on the rubric while 20% had some limited knowledge and scored no higher than a level 2 on the rubric.

Decide on a student growth goal (SGG) that meets the SMART criteria.

SPECIFIC
- ✓ Is the identified area of need significant enough for year-long/course-long instructional focus?
- ✓ Does the goal address learning that is representative of the enduring skills*, concepts and/or processes that:
  - o ENDURES beyond a single test date,
  - o is of value in other disciplines,
  - o is relevant beyond the classroom,
  - o is worthy of embedded, course-long focus,
  - o may be necessary for the next level of instruction?

MEASURABLE
- ✓ Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth?
- ✓ Do the sources of evidence provide the data needed to accurately measure where students are in mastering the grade level standards for the identified areas(s) of need?
- ✓ Which criteria were used for determining what amount of growth is rigorous for students? Why was this criteria selected?
- ✓ Does the goal include a **growth target** and **proficiency target**?

APPROPRIATE
- ✓ Is the goal standards-based and directly related to the subject and students taught?
- ✓ Is there a good match between the goal and the level of rigor expected in the identified standards?

REALISTIC
- ✓ Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable?

TIMEBOUND
- ✓ Is the goal designed to stretch across the interval of instruction (e.g., trimester, semester, one school year)?
- ✓ Is there sufficient time within the interval of instruction to determine goal attainment?

Sample Student Growth Goals 2014 CTE

Now that the expectations for growth have been determined, identify the parameters for high and low growth in relation to expected growth.

> *Growth* – *All students will improve their ability by at least one level.*
>
> *Proficiency (level 3)* – *Will be determined by industry competency standards*
> - *40% of students will reach level 3.*

Student Growth Goal measurement
- ✓ How many students must exceed "expected" for the SGG to be rated "High"?
- ✓ How many students must not reach "expected" for the SGG to be rated "Low"?

Teacher may wish to reference the district's CEP

Step 3: CREATE AND IMPLEMENT TEACHING AND LEARNING STRATEGIES

Professional Learning: Do I need professional learning in order to support my students in attaining this goal? If yes, does my PGP reflect the support I will need to meet this goal?

> *I need to learn more about how to manage my classroom and lab to engage all students. I will do a book study of The Skillful Teacher by Jon Saphier with my teaching team and collaborate with other teachers on our staff. I will also view the video series, "Conscious Classroom Management" from PD360 for strategies to implement in my classroom.*

Determine professional learning
- ✓ What professional learning is needed to support the SGG?
- ✓ How can a professional learning community/colleagues' expertise provide support?
- ✓ Does the Professional Growth Plan (PGP) reflect the support needed to meet the goal?

Instructional Strategies for Goal Attainment: What specifically, will you do instructionally to assure your students make gains projected in your student growth goal?

> *I will provide direct instruction in the basic automotive electrical/electronic system skills in maintenance and repair. This will include the various methods used for testing (open-circuit voltage test, built in charge indicator eye, checking the battery's electrolyte). Using task lists or rubrics/worksheets, students will work on assigned tasks. I will provide small group instruction/re-teaching/strategic grouping and additional practice for those students failing to make progress.*

Decide on instructional strategies for goal attainment
- ✓ How do I identify the instructional strategies that will most effectively support students in attaining the SGG?
- ✓ What resources and supports do I need to implement these strategies with my students?

Step 4: MONITOR STUDENT PROGRESS THROUGH ONGOING FORMATIVE ASSESSMENT

Instructional Strategies for Goal Attainment: How will you monitor students' progress toward goal attainment?

Students will keep a folder to track progress by:
- *A running log of completed work/tasks*
- *Quizzes/tests*
- *Weekly reflection of their progress toward the student growth goal.*

I will track progress by:
- *An annotated running log of completed work/task*
- *Quizzes/tests*
- *Weekly goal related conversation with each student*

Plan for progress monitoring

- ✓ How and when will I monitor progress towards the SGG throughout the year/course?
- ✓ What formative assessment processes will I use for progress monitoring?
- ✓ How will I involve students in progress monitoring?
- ✓ How will I provide all students multiple opportunities and/or assessment types to demonstrate learning of the selected standards?
- ✓ How will specific feedback occur regularly to move students forward in their learning?

Step 5: DETERMINE WHETHER THE STUDENTS ACHIEVED THE GOAL

Do not complete this box until the end of the growth goal timeline.

Analyze results: Analyze the summative/post-assessment data to determine goal attainment and reflect on next steps.
- ✓ What does the data reveal about student growth?
- ✓ What does the data show about instructional practices?
- ✓ How can these results inform professional growth? (Connect this back to Step 3.)

Business Management
Think and Plan Guidance for Developing Student Growth Goals

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Step 1: DETERMINE NEEDS

Context: Describe the context of the identified class, including the student population, as **selected by teacher in collaboration with principal, including student population.**

> *The class in which I will implement my student growth goal is an 11th grade Business Management class. This class of 22 includes 5 gifted students and 2 with IEP's. Ten students are working towards a career pathway and industry certification.*

Needs Assessment: What student needs have been identified? What are the related content area essential/enduring skills, concepts and/or processes? Identify the content area enduring skills*, concepts, and/or processes that your goal will target. Content area examples: CTE

> *Through various assessments, I was able to identify students' performance level on a 4-point rubric developed by the district that is congruent to the intent of the industry standards. Students were given an opportunity to analyze case studies and business plans.*

Guiding Questions

In collaboration with colleagues, identify the enduring skills*, concepts, and processes for my content area (facilitator's guide, process pptx, examples).
- ✓ Based on my content standards, what are the enduring skills*, concepts and processes students should master by the end of the school year/course?
- ✓ Do the identified skills, concepts and processes represent essential learning that: ENDURES beyond a single test date, is of value in other disciplines, is relevant beyond the classroom, is worthy of embedded, course-long focus, and may necessary for the next level of instruction (next grade or future course)?
- ✓ What does it look like for students to be performing at proficiency level on these skills, concepts and processes? How do I know?

Pinpoint areas of need based on my current students' abilities.
- ✓ Are there any enduring skills*, concepts or processes my students lack overall? What are the biggest areas of need?
- ✓ What are my students' abilities? How have I collected and analyzed evidence/data to determine patterns, trends, strengths and weaknesses for all students? (e.g., formative processes, analysis of student work, anecdotal notes, last year's data, previous teachers)
- ✓ Are the areas of need identified appropriate for a year-long/course-long student growth goal?

Sources of Evidence: What <u>sources of evidence</u> will you use to establish baseline data and measure student growth?

> *Utilize SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis with case studies/business plans.*

Interval of Instruction: What is the course-long interval of instruction (e.g., trimester, semester, one school year)?

> *2014-14 school year*

Decide on sources of evidence. After identifying an area or areas of need, choose the <u>sources of evidence</u> (e.g., rubrics, classroom assessments, performances, products, portfolios, projects, district learning checks) for collecting baseline, mid-term, and end of year/course data for the student growth goal.

Note: At least three sources of evidence are recommended for contributing to baseline data.

✓ Do the sources of evidence provide the data needed to demonstrate proficiency for the identified area(s) of need?

✓ Can the sources of evidence be used to provide baseline data, comparable mid-term data, and end of year/course data?

✓ Do the sources of evidence require students to meet or exceed the true intent of the standards being assessed? (This addresses both rigor of the evidence and comparability.)

✓ Is there a good match between the rigor of the standard to be assessed and the method used to collect evidence? (For instance, if the best way to determine if students are meeting the rigor of a standard is a performance, then the task should be a performance that demonstrates where students are in meeting mastery of that standard. See *Classroom Assessment for Student Learning* resources on <u>Target-Method Match</u>.)

Use baseline data to determine area(s) of need for the goal

✓ What did I learn from collection of data?

✓ How will I combine data to <u>determine a baseline</u> for my SGG?

Step 2: CREATE A SPECIFIC LEARNING GOAL

Expected Growth: What is/are the target(s) for expected growth for all students? Keep in mind the growth goal should challenge students to exceed typical expectations. (For example, "During this school year all of my students will improve by one performance level.")

All students will improve one or more levels on the district's business management rubric in the areas of using SWOT analysis with case studies/ business plans.

Expected Proficiency: What is the proficiency target? What percentage of students will meet or exceed that target? (For examples, "80% of my students will meet or exceed level 3 of the rubric."

80% of students will perform at level 3 on the rubric.

Goal Statement: Write your complete student growth goal statement that meets the SMART criteria. Include both growth and proficiency.

During 2014-2015 school year, all students in my 11th grade Business Management class will improve their ability to use SWOT analysis for case studies/business plans using the districts business management rubric. In addition, 80% of students will reach level 3 by the end of the course.

Rationale: Explain the rationale for the goal. Include reference to baseline data and explanation of how targets meet the expectation for rigor.

I found that less than 50% of students in my class were proficient (level 3) on this enduring skill. 20% of students scored at level 1. I feel that I can support student growth in these areas across the school year and it is both reasonable and doable. I want to get at least 80% of my students at proficiency by the end of the year.

Decide on a student growth goal (SGG) that meets the SMART criteria.

SPECIFIC
- ✓ Is the identified area of need significant enough for year-long/course-long instructional focus?
- ✓ Does the goal address learning that is representative of the enduring skills*, concepts and/or processes that:
  - o ENDURES beyond a single test date,
  - o is of value in other disciplines,
  - o is relevant beyond the classroom,
  - o is worthy of embedded, course-long focus,
  - o may be necessary for the next level of instruction?

MEASURABLE
- ✓ Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth?
- ✓ Do the sources of evidence provide the data needed to accurately measure where students are in mastering the grade level standards for the identified areas(s) of need?
- ✓ Which criteria were used for determining what amount of growth is rigorous for students? Why was this criteria selected?
- ✓ Does the goal include a **growth target** and **proficiency target**?

APPROPRIATE
- ✓ Is the goal standards-based and directly related to the subject and students taught?
- ✓ Is there a good match between the goal and the level of rigor expected in the identified standards?

REALISTIC
- ✓ Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable?

TIMEBOUND
- ✓ Is the goal designed to stretch across the interval of instruction (e.g., trimester, semester, one school year)?
- ✓ Is there sufficient time within the interval of instruction to determine goal attainment?

Sample Student Growth Goals 2014 CTE

Now that the expectations for growth have been determined, identify the parameters for high and low growth in relation to expected growth.	Student Growth Goal measurement
Growth – *All students will improve their ability by at least one level.* *Proficiency (level 3)* – *Will be determined by industry competency standards* • *80% of students will reach level 3.*	✓ How many students must exceed "expected" for the SGG to be rated "High"? ✓ How many students must not reach "expected" for the SGG to be rated "Low"? Teacher may wish to reference the district's CEP

Step 3: CREATE AND IMPLEMENT TEACHING AND LEARNING STRATEGIES

Professional Learning: Do I need professional learning in order to support my students in attaining this goal? If yes, does my PGP reflect the support I will need to meet this goal? *I need to learn more about how to engage students in deep thinking and questioning. I want to do a book study of* Thinking Through Quality Questioning *by Beth D. Sattes and Jackie A. Walsh with my teaching team and collaborate with other teachers on our staff.*	**Determine professional learning** ✓ What professional learning is needed to support the SGG? ✓ How can a professional learning community/colleagues' expertise provide support? ✓ Does the Professional Growth Plan (PGP) reflect the support needed to meet the goal?
Instructional Strategies for Goal Attainment: What specifically, will you do instructionally to assure your students make gains projected in your student growth goal? *I will provide direct instruction in using SWOT analysis engaging students in applying these basics in a variety of case studies via written scenario and video examples. Using task lists or rubrics, students will work in pairs to practice/collaborate on assigned case studies. I will provide small group instruction/reteaching/strategic grouping and additional practice for those students failing to make progress.*	**Decide on instructional strategies for goal attainment** ✓ How do I identify the instructional strategies that will most effectively support students in attaining the SGG? ✓ What resources and supports do I need to implement these strategies with my students?

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Step 4: MONITOR STUDENT PROGRESS THROUGH ONGOING FORMATIVE ASSESSMENT

Instructional Strategies for Goal Attainment: How will you monitor students' progress toward goal attainment?

Students will keep a folder to track progress by:
- *A running log of completed work/tasks*
- *Quizzes/tests*
- *Weekly reflection of their progress toward the student growth goal.*

I will track progress by:
- *An annotated running log of completed work/task*
- *Quizzes/tests*
- *Weekly goal related conversation with each student*

Plan for progress monitoring

- ✓ How and when will I monitor progress towards the SGG throughout the year/course?
- ✓ What formative assessment processes will I use for progress monitoring?
- ✓ How will I involve students in progress monitoring?
- ✓ How will I provide all students multiple opportunities and/or assessment types to demonstrate learning of the selected standards?
- ✓ How will specific feedback occur regularly to move students forward in their learning?

Step 5: DETERMINE WHETHER THE STUDENTS ACHIEVED THE GOAL

Do not complete this box until the end of the growth goal timeline.

Analyze results: Analyze the summative/post-assessment data to determine goal attainment and reflect on next steps.
- ✓ What does the data reveal about student growth?
- ✓ What does the data show about instructional practices?
- ✓ How can these results inform professional growth? (Connect this back to Step 3.)

Computer Literacy
Think and Plan Guidance for Developing Student Growth Goals

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Step 1: DETERMINE NEEDS

Identify the context of the identified class, as selected by teacher in collaboration with principal, including student population.

> *The class in which I will implement my student growth goal is a 9th grade Computer Literacy class. This class of 24 includes 3 gifted students and 4 with IEP's. We are a Title 1 school, so a majority will qualify for free/reduced lunch.*

Identify the course-long interval of instruction *(e.g., trimester, semester, one school year).*

> *Current Fall semester*

Identify the content area enduring skills*, concepts, and/or processes that your goal will target. (In the KCAS for Mathematics, the "*Enduring Understandings*" reflect the enduring learning advocated in the goal-setting for student growth process.) Content area examples: Career and Technical

> *Using basic computer hardware:*
> - *e.g. CPU, binary code, storage devices, input and output devices, printers, communication devices, impact of computers and green technology*

Guiding Questions

In collaboration with colleagues, identify the enduring skills*, concepts, and processes for my content area (facilitator's guide, process pptx, examples).
- ✓ Based on my content standards, what are the enduring skills*, concepts and processes students should master by the end of the school year/course?
- ✓ Do the identified skills, concepts and processes represent essential learning that: ENDURES beyond a single test date, is of value in other disciplines, is relevant beyond the classroom, is worthy of embedded, course-long focus, and may necessary for the next level of instruction (next grade or future course)?
- ✓ What does it look like for students to be performing at proficiency level on these skills, concepts and processes? How do I know?

Pinpoint areas of need based on my current students' abilities.
- ✓ Are there any enduring skills*, concepts or processes my students lack overall? What are the biggest areas of need?
- ✓ What are my students' abilities? How have I collected and analyzed evidence/data to determine patterns, trends, strengths and weaknesses for all students? (e.g., formative processes, analysis of student work, anecdotal notes, last year's data, previous teachers)
- ✓ Are the areas of need identified appropriate for a year-long/course-long student growth goal?

List the sources of evidence you will use to establish baseline data and measure student growth.

Through various assessments, I was able to identify students' performance level on a 4-point rubric developed by the district that is congruent to the intent of the industry standards. Students were given an opportunity to identify the basic computer hardware and describe the use of each. They were given a pretest and completed a self-assessment to rate their knowledge of individual hardware. Collectively, this data allowed me to determine a rating for each student on the rubric for baseline.

Decide on sources of evidence. After identifying an area or areas of need, choose the sources of evidence (e.g., rubrics, classroom assessments, performances, products, portfolios, projects, district learning checks) for collecting baseline, mid-term, and end of year/course data for the student growth goal.
Note: At least three sources of evidence are recommended for contributing to baseline data.

✓ Do the sources of evidence provide the data needed to demonstrate proficiency for the identified area(s) of need?
✓ Can the sources of evidence be used to provide baseline data, comparable mid-term data, and end of year/course data?
✓ Do the sources of evidence require students to meet or exceed the true intent of the standards being assessed? (This addresses both rigor of the evidence and comparability.)
✓ Is there a good match between the rigor of the standard to be assessed and the method used to collect evidence? (For instance, if the best way to determine if students are meeting the rigor of a standard is a performance, then the task should be a performance that demonstrates where students are in meeting mastery of that standard. See *Classroom Assessment for Student Learning* resources on Target-Method Match.)

Use baseline data to determine area(s) of need for the goal
✓ What did I learn from collection of data?
✓ How will I combine data to determine a baseline for my SGG?

Step 2: CREATE A SPECIFIC LEARNING GOAL

Specify the expected growth and proficiency.
Include a growth target that expresses the growth you expect your students to make.

All students will improve one or more levels on the district's computer literacy rubric in the areas of using basic computer hardware (e.g. CPU, binary code, storage devices, input and output devices, printers, communication devices).

Decide on a student growth goal (SGG) that meets the SMART criteria.
SPECIFIC
✓ Is the identified area of need significant enough for year-long/course-long instructional focus?
✓ Does the goal address learning that is representative of the enduring skills*, concepts and/or processes that:
  o ENDURES beyond a single test date,
  o is of value in other disciplines,

Include a proficiency target.

80% of students will perform at level 3 on the rubric.

Write your student growth goal statement that meets the SMART criteria. Include both growth and proficiency.

During 2014-2015 school year, all students in my 9th grade Computer Literacy class will improve their ability to use basic computer hardware one or more levels on the districts computer literacy rubric. In addition, 80% of students will reach level 3 by the end of the course.

Explain the rationale for the goal. Include reference to baseline data and explanation of how targets meet the expectation for rigor.

I found that less than 50% of students in my class were proficient (level 3) on this enduring skill. 20% of students scored at level 1. I feel that I can support student growth in these areas across the semester and it is both reasonable and doable. I want to get at least 80% of my students at proficiency by the end of the year.

Determine the measure for identifying H, E, L growth and for identifying proficiency. (Rubric, etc.) Define H, E, L growth and proficiency based on the identified measure.

__Growth__ – All students will improve their ability by at least one level.

__Proficiency (level 3)__ – Will be determined by industry competency standards
- *80% of students will reach level 3.*

- o   is relevant beyond the classroom,
- o   is worthy of embedded, course-long focus,
- o   may be necessary for the next level of instruction?

MEASURABLE
- ✓ Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth?
- ✓ Do the sources of evidence provide the data needed to accurately measure where students are in mastering the grade level standards for the identified areas(s) of need?
- ✓ Which criteria were used for determining what amount of growth is rigorous for students? Why was this criteria selected?
- ✓ Does the goal include a **growth target** and **proficiency target**?

APPROPRIATE
- ✓ Is the goal standards-based and directly related to the subject and students taught?
- ✓ Is there a good match between the goal and the level of rigor expected in the identified standards?

REALISTIC
- ✓ Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable?

TIMEBOUND
- ✓ Is the goal designed to stretch across the interval of instruction (e.g., trimester, semester, one school year)?
- ✓ Is there sufficient time within the interval of instruction to determine goal attainment?

Sample Student Growth Goals 2014

High, Expected, Low determination
- ✓ Has the teacher identified "expected" as the desired outcome?
- ✓ How will the teacher address achievement of growth but not proficiency?
- ✓ How will the teacher address the achievement of proficiency but not growth?

Step 3: CREATE AND IMPLEMENT TEACHING AND LEARNING STRATEGIES

Describe professional learning (PL) needed to support students' attainment of the student growth goal. (Include any PL needs in your Professional Growth Plan.)

> *I need to learn more about differentiating classroom instruction to meet the needs of all learners. My instruction is usually geared toward the whole class and I need help planning strategies for multiple levels and groups. with my teaching team and collaborate with other teachers on our staff.*

Describe the instructional strategies for goal attainment, specifically what you will do instructionally to assure your students make gains projected in your student growth goal.

> *I will provide direct instruction in basics of computer hardware and engage students in applying these basics in a variety of real world applications. Using task lists or rubrics, students will work in pairs to practice/collaborate on assigned tasks. I will provide small group instruction/reteaching/strategic grouping and additional practice for those students failing to make progress.*

Determine professional learning
- ✓ What professional learning is needed to support the SGG?
- ✓ How can a professional learning community/colleagues' expertise provide support?
- ✓ Does the Professional Growth Plan (PGP) reflect the support needed to meet the goal?

Decide on instructional strategies for goal attainment
- ✓ How do I identify the instructional strategies that will most effectively support students in attaining the SGG?
- ✓ What resources and supports do I need to implement these strategies with my students?

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Step 4: MONITOR STUDENT PROGRESS THROUGH ONGOING FORMATIVE ASSESSMENT

Describe your plan to monitor students' progress toward goal attainment.

Students will keep a folder to track progress by:
- *A running log of completed work/tasks*
- *Quizzes/tests*
- *Weekly reflection of their progress toward the student growth goal*

I will track progress by:
- *An annotated running log of completed work/task*
- *Quizzes/tests*
- *Weekly goal related conversation with each student*

Plan for progress monitoring

- ✓ How and when will I monitor progress towards the SGG throughout the year/course?
- ✓ What formative assessment processes will I use for progress monitoring?
- ✓ How will I involve students in progress monitoring?
- ✓ How will I provide all students multiple opportunities and/or assessment types to demonstrate learning of the selected standards?
- ✓ How will specific feedback occur regularly to move students forward in their learning?

Step 5: DETERMINE WHETHER THE STUDENTS ACHIEVED THE GOAL

Do not complete this box until the end of the growth goal timeline.

Analyze results: Analyze the summative/post-assessment data to determine goal attainment and reflect on next steps.
- ✓ What does the data reveal about student growth?
- ✓ What does the data show about instructional practices?
- ✓ How can these results inform professional growth? (Connect this back to Step 3.)

Culinary
Think and Plan Guidance for Developing Student Growth Goals

Purpose: This document is a summary form a teacher completes for conferencing with their administrator. The column to the right provides guidance, detail, and hyperlinks for completing the process and the template.

Step 1: DETERMINE NEEDS

Identify the context of the identified class, as selected by teacher in collaboration with principal, including student population.

> *The class in which I will implement my student growth goal is a Culinary class. This class of 20 includes 2 gifted students and 2 with IEP's. The class represents a diverse population, including 14 free and reduced lunch students.*

Identify the course-long interval of instruction *(e.g., trimester, semester, one school year).*

> *Current Fall semester*

Identify the content area enduring skills*, concepts, and/or processes that your goal will target. (In the KCAS for Mathematics, the "*Enduring Understandings*" reflect the enduring learning advocated in the goal-setting for student growth process.) Content area examples: Career and Technical

> *Apply kitchen safety and sanitation practices in handling and preparing foods.*

Guiding Questions

In collaboration with colleagues, identify the enduring skills*, concepts, and processes for my content area (facilitator's guide, process pptx, examples).

- ✓ Based on my content standards, what are the enduring skills*, concepts and processes students should master by the end of the school year/course?
- ✓ Do the identified skills, concepts and processes represent essential learning that: ENDURES beyond a single test date, is of value in other disciplines, is relevant beyond the classroom, is worthy of embedded, course-long focus, and may necessary for the next level of instruction (next grade or future course)?
- ✓ What does it look like for students to be performing at proficiency level on these skills, concepts and processes? How do I know?

Pinpoint areas of need based on my current students' abilities.
- ✓ Are there any enduring skills*, concepts or processes my students lack overall? What are the biggest areas of need?
- ✓ What are my students' abilities? How have I collected and analyzed evidence/data to determine patterns, trends, strengths and weaknesses for all students? (e.g., formative processes, analysis of student work, anecdotal notes, last year's data, previous teachers)
- ✓ Are the areas of need identified appropriate for a year-long/course-long student growth goal?

List the sources of evidence you will use to establish baseline data and measure student growth.

Through various assessments, I was able to identify students' performance level on a 4-point rubric developed by the district that is congruent to the intent of the industry standards. Students were given an opportunity to identify the basic cooking and preparation utensils and describe the use of each. They were given a pretest and completed a self-assessment to rate their knowledge of safety and sanitation. Collectively, this data allowed me to determine a rating for each student on the rubric for baseline.

Decide on sources of evidence. After identifying an area or areas of need, choose the sources of evidence (e.g., rubrics, classroom assessments, performances, products, portfolios, projects, district learning checks) for collecting baseline, mid-term, and end of year/course data for the student growth goal.
Note: At least three sources of evidence are recommended for contributing to baseline data.

✓ Do the sources of evidence provide the data needed to demonstrate proficiency for the identified area(s) of need?
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Use baseline data to determine area(s) of need for the goal
✓ What did I learn from collection of data?
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Step 2: CREATE A SPECIFIC LEARNING GOAL

Specify the expected growth and proficiency.
Include a growth target that expresses the growth you expect your students to make.

All students will improve one or more levels on the district's culinary rubric in the areas of safety and sanitation.

Include a proficiency target.

80% of students will perform at level 3 on the rubric.

Write your student growth goal statement that meets the SMART criteria. Include both growth and proficiency.

During 2014-2015 school year, all students in my Culinary class will improve their ability to apply kitchen safety and sanitation practices in handling and preparing foods on one or more levels on the district culinary rubric. In addition, 80% of students will reach level 3 by the end of the course.

Explain the rationale for the goal. Include reference to baseline data and explanation of how targets meet the expectation for rigor.

I found that less than 50% of students in my class were proficient (level 3) on this enduring skill. 20% of students scored at level 1. I feel that I can support student growth in these areas across the semester and it is both reasonable and doable. I want to get at least 80% of my students at proficiency by the end of the year.

Decide on a student growth goal (SGG) that meets the SMART criteria.

SPECIFIC
- ✓ Is the identified area of need significant enough for year-long/course-long instructional focus?
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- ✓ Has the teacher identified "expected" as the desired outcome?
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Step 3: CREATE AND IMPLEMENT TEACHING AND LEARNING STRATEGIES

Describe professional learning (PL) needed to support students' attainment of the student growth goal. (Include any PL needs in your Professional Growth Plan.)

> *I need to learn more about formative assessment in order to monitor student progress more closely. I want to do a book study of Rick Stiggins book, __Classroom Assessment for Student Learning__ with my teaching team and collaborate with other teachers on our staff.*

Determine professional learning
- ✓ What professional learning is needed to support the SGG?
- ✓ How can a professional learning community/colleagues' expertise provide support?
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  • *Quizzes/tests*
  • *Weekly goal related conversation with each student*
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